

## DESIGN THINKING IN GLOBAL AFFAIRS

SEMESTER 2020(2)  
Wed (10:30 AM -1 PM)

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*Welcome!* I am delighted to be your instructor for this class. I have a passion for studying diverse issues in world politics, and I know that many of those issues are already taking a significant part in our lives. This course will help you 'empathize' with the most prominent global issues represented in the Sustainable Development Goals (SDGs) and use design thinking tools to 'solve' them.

I look forward to working with you in this class!

~Sigit

### **Contact:**

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Office Hours: Tuesday, 10 AM -12 PM via google meet (link will be provided regularly)  
or by appointment

### **Contact policy:**

I am always pleased to receive your emails with updates, questions, or concerns. Don't hesitate to use email to notify me of any problems that you are having. I should be able to reply to you within 24 hours. My backup email address is: [emsigitar@gmail.com](mailto:emsigitar@gmail.com)

### **About Me:**

At President University, I enjoy teaching various international political economy courses and comparative politics to undergraduate students both with traditional Face2Face instructional methods and online. My approach to teaching reflects my broader theoretical interests in social constructivism and globalization. Learning is particularly effective when students are collaboratively constructing something for others to experience. The experiences that would be best for learning from the learner's point of view, rather than just publishing and assessing the information I think students need to know. Therefore, I seek to emphasize students' interaction in class discussion, simulation, and collective projects or activities to achieve my courses' learning goals.

I received my Ph.D. from the Graduate Program for International Studies (GPIS) of Old Dominion University (ODU), Norfolk, the USA, under the Fulbright Scholar Program. I earned my BA in Political Science from Gadjah Mada University, Indonesia, in 2005. I received my MA in International Relations from the University of Groningen, the Netherlands, supported by the StuNed program in 2010. My

research interest focuses on the theme of how religious communities respond to/reshape globalization. For more detailed information, you may follow my research through my website: <https://globalisasi.org/>

## Syllabus

### Course Description and Objectives<sup>1</sup>

This course elaborates on multiple IR-related issues using design thinking tools. Upon completing this course, you will examine diverse global problems analytically and engage in problem-solving efforts at the local, national, and regional levels. Also, you will learn practical skills in designing a social development project.

Design Thinking is a problem-solving methodology, especially well-suited, for investigating ill-defined problems. It uses methods derived from the discipline of design to match people's needs with what is feasible. In this class, we will use design thinking to solve issues surrounding wealth, poverty, inequality, climate change, natural resources, pollution, technology, and others, and the importance of global solutions to the problems facing increasingly interdependent nations worldwide.

Learning objectives:

- (1) Understand- Introduce you to design thinking that enhances innovation activities in value creation, speed, and sustainability.
- (2) Build-Strengthen your individual and collaborative capabilities to identify problems/issues/needs, develop sound hypotheses, collect and analyze appropriate data, and develop ways to collect meaningful feedback in a real-world environment, particularly concerning SDGs.
- (3) Experience-Teach you to translate broadly defined opportunities into actionable innovation possibilities and recommendations for key stakeholders.

### Prerequisites

There is no prerequisite for this course.

### Recommendations for Success

This course is a BLENDED LEARNING COURSE combining live sessions and self-study. You must attend the scheduled synchronous or live sessions and participate in the class discussion through our google meet platform. Besides that, you need to complete activities in the asynchronous or self-study sessions using our e-campus platform. I expect you to regularly read newspapers, magazines, or websites that cover global issues. Also, I provide additional materials for this course, which is available on our [e-campus](#) platform. Overall, you need to spend extra 3-5 hours per week on course readings and course assignments outside live sessions.

### Course Materials

Reading materials are available on e-campus.

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<sup>1</sup> The syllabus is developed from Design Thinking Course by Tim Zak, Heinz College Carnegie Mellon University.

## Course Requirements and Evaluation

Your grades reflect your Homework & Online Participation (10 percent), Book Review (synopsis and presentation) for midterm score (20 percent), Project Templates (30 percent), and Final Project submission & presentation (40 percent).

**1. Homework & Online Participation (10 percent of your grade).** I expect you to log online each week and be prepared to participate in the live-online activities. Students who attend online classes regularly have completed the readings, answer the online quizzes, and contribute to our weekly exercise to receive good participation grades. If you cannot attend the live session classes, I expect you to make alternative arrangements with me to discuss the week's materials, either during my office hours or by appointment.

**2. Book Review Synopsis & Presentation for Midterm (20 percent).** The critical aspect in design thinking is EMPATHY. The purpose of this assignment is to expand your empathy by reading literature. Also, this course has another aim, which is to develop your oral and written communication. These skills will serve your professional goals and are essential to the successful completion of your study.

**The synopsis and video presentation/podcast are due week 8<sup>th</sup> (the Midterm Week).**

Toward these objectives, each student will write one synopsis of a **FICTION** book. Your book evaluation project should answer the following questions: o What are the author(s) main ideas, plots and conclusions? o Why did the author write this book? o Did he or she successfully carry out his/her intention? Where did he/she fall short? o What parts of the book did I find convincing; which ones left me unmoved? o What does this writer want me to do, or to believe or to experience? Am I convinced or inspired? If not, why?

Synopses should be about 1,300 words. While you may choose to format your paper as a study tool (e.g., in outline or bulleted form), I expect the paper to clarify your answers to the above questions. There are two caveats: (i) no two students can review the same book; and (ii) you should pick a book you have not previously read for another course.

The length of the video presentation or podcast is around 5-10 minutes. You will provide me the link to access the video/podcast.

**3. Project Templates (30 percent).** There will be a series of project template assignments to practice design thinking tools. The project templates consist of:

- Design Brief
- Design Criteria
- Napkin Pitch
- Key Assumptions
- Learning Launch Design

**4. Design Thinking Project for Final (40 percent):** You will work as a group to complete this assignment. The project can take various forms: a product, service, environment, process, or journey. You can use the Project Templates used before during the exercise for this final project.

After the course, teams will synthesize all of their research, activities, templates, methods, artifacts, conclusions, and other relevant materials as the final report. At a minimum, the final report should incorporate the following element.

- Statement of the design challenge and overview of the problem-solving approach
- Insights based on the design research conducted
- Key themes and opportunity areas are drawn from research insights
- Visualized concepts that address the opportunity areas
- A plan to make the solution concepts actionable and measurable

I will grade your project report on (a) whether or not the final report is complete (b) shows an understanding of the problem, displays outstanding competence in the required skills (c) its creativity or imaginative approaches; (d) the thoroughness, conceptual clarity and depth, and the organization (e) the compelling presentation. Please keep in mind that this is a PROJECT and not just a single EVENT.

**Your project report is due on Week 15<sup>th</sup>.**

**Your Book Review and group project report must include a cover sheet with a copy of the University honor pledge:**

"I/we pledge to support the Honor System of President University. I/we will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I/we am/are aware that as a member of the academic community, it is my/our responsibility to turn in all suspected violators of the Honor Code. I/we will report to a hearing if summoned."

**You must also include the following language:**

"I/we affirm that this is our final report. It is not a working draft or a work in progress."

**Finally, you must (digitally) sign and date your cover page.**

Your failure to include a cover sheet with the honor code, your affirmation of completion and your signature will constitute an incomplete paper. I will not grade it until I receive a properly constituted cover sheet, and you will be assessed the standard late penalty (see policy below) until your paper is complete.

## **Grades**

There is no grading curve for the course. It is hypothetically possible for each student to get an A or get an E. I grade each student's work on its merits, irrespective of other students' work's merits. Based on

your on-time completion of the required assignments and your adherence to the University's honor code (see below), I will assign you a final grade from the following grade scale:

Nilai	Nilai Huruf	Skala 4,00
Nilai $\geq$ 85	A	4,00
80 $\leq$ Nilai < 85	A-	3,67
75 $\leq$ Nilai < 80	B+	3,33
70 $\leq$ Nilai < 75	B	3,00
67 $\leq$ Nilai < 70	B-	2,67
64 $\leq$ Nilai < 67	C+	2,33
60 $\leq$ Nilai < 64	C	2,00
55 $\leq$ Nilai < 60	D	1,00
Nilai < 55	E	0,00

### Late Work

I will accept late work but will penalize you five points for each day the assignment is late, including weekend days. To avoid this penalty, you must obtain from me an extension of the due date no later than 48 hours before the assignment is due, at which time we will agree to a new due date. I reserve the discretion to grant or withhold no-penalty extensions and will give them only for serious reasons.

### Academic Integrity

I encourage you to consider the consequences of academic dishonesty. There is no quicker way to ruin an academic career, limit your job prospects after graduation, and assure you never receive a character and penal clearance (SKCK). Consider this: even as serious as disciplining violations of the honor code; the University will be far more forgiving of transgressions than future employers. Thus, the consequences of a breach will extend well beyond the University's disciplinary process and your time at President University.

You should understand your rights and obligations, what constitutes a violation of the honor code and academic integrity, what disciplinary procedures and sanctions you may face, and what options I have should I suspect a violation.

**I take the Honor Code seriously and will vigorously pursue the adjudication of any violations I may perceive or suspect. If I suspect a student has committed a violation, I work only with the University Hearing Officer to determine whether a violation has occurred. Under no circumstances will I discuss allegations of academic dishonesty with the individual student.**

### Student Resources

The following links provide necessary information for students taking this course.

- 1.1. e-campus: <https://ecampus.president.ac.id/>
- 1.2. Paper Citation Styles: MLA, APA, Chicago, or CBE <http://owl.english.purdue.edu/>
- 1.3. Online learning on sustainable development: <https://www.coursera.org/learn/sustainable-development>

### **Students with Disabilities**

Under the University's policies and procedures, I will work to accommodate students with disabilities. If you require such accommodations, please contact me by email, phone, or during office hours as early in the semester as possible.

### **Sexual Harassment**

President University's policy is to provide students and employees with an environment for learning and work that is free of sexual harassment, whether by members of the same sex or the opposite sex, which is prohibited by articles 289-296 KUHP. I expect all course participants to understand and abide by the University's sexual harassment policy and procedures mentioned in the University Student Handbook.

### **Course Evaluation**

A syllabus is a contract between the professor and students regarding course requirements, expectations, and assessment, which establishes my obligations to teach this class. I also take this contract to include your responsibility to evaluate the course at the end of the semester. Student evaluations provide essential feedback for me, and they are necessary for measuring teaching effectiveness in the profession. Chairs and Deans see course evaluations every year in reviewing faculty performance, and committees at all levels of the University rely on the evaluations in making decisions regarding faculty retention, promotion, and tenure. President University takes your input very seriously, and a high rate of student response is necessary for a meaningful assessment of teaching effectiveness. Therefore, I ask you to commit yourself to fill out the online course evaluation when prompted at the end of the semester.

## Course Schedule

Week	Topic	Assignment
Week 1	<b>Introduction to the course</b> <ul style="list-style-type: none"> <li>▪ Why Design Thinking and The Design Process?</li> <li>▪ What is Sustainable Development?</li> </ul>	
Week 2	<b>Project introduction and set-up</b> Module 1: Scoping, The Design Brief, and Visualization Issue 1: Inequality Around The World	
Week 3	Module 2: Fundamentals of Ethnography and Identifying Insights Issue 2: The MDGs and the End of Extreme Poverty	Project template 1: Design brief (team)
Week 4	Module 3: Establishing Design Criteria and Brainstorming Issue 3: Human Rights and Gender Equality	Project template 2: Design Criteria
Week 5	Module 4: Concept Development and The Napkin Pitch Issue 4: Education	Project template 3: Napkin Pitch
Week 6	Module 5: Assumptions Testing and Prototyping Issue 5: Universal Health Coverage	Project template 4: Key Assumptions
Week 7	Midterm Week	<b>Book Review Submission</b>
Week 8	Module 6: Co-Creation, the Learning Launch, and the "So What?" Issue 6: Sustainable Food Supply and the End of Hunger	Project template 5: Learning Launch Design
Week 9	Project mentoring Issue 10: Sustainable Cities	
Week 10	Project mentoring	Presentation: Progress report 1
Week 11	Project mentoring Issue 11: Curbing Climate Change	
Week 12	Project mentoring	Presentation: Progress report 2
Week 13	<b>Project mentoring</b> Issue 12: Saving Biodiversity	
Week 14	Project mentoring (no google meet)	
Week 15	Final Presentation (28 April-google meet) Summary: The SDGs	
Week 16		<b>Final Report Submission</b>